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ABSTRACT

This annotated bibliography lists print and nonprint resources on educating students with disabilities, with special emphasis on inclusive settings. Most of the resources listed discuss a variety of disabilities, with chapters on how to address the unique needs of students with each of the disabilities. Information provided for the 33 print resources includes bibliographic data, an abstract, and a source--usually the ERIC (Educational Resources Information Center) system or commercial publishers. Thirteen videos on disabilities are also briefly described. The videos deal with policy and management issues, technology and disabilities, and educational strategies and teaching techniques. A list of publishers' addresses completes the bibliography. (DB)

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Educating Students with Disabilities: Resources Addressing More than One Disability.
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NICHCY Inclusion Bibliography

Educating Students with Disabilities: Resources Addressing More Than One Disability

According to the U.S. Department of Education's *Seventeenth Annual Report to Congress* (1995), more than 5 million children from birth to age 21 received special education and related services in our nation's schools during the 1993-94 school year. Each of these children was identified as having a disability that adversely affected his or her educational performance in some way. An Individualized Education Program (IEP) was written for each school-aged child as well, in order to specify and guide the special education services that the school would provide to address that individual's unique needs.

But what *are* the special needs of students with disabilities, and how might school professionals appropriately and skillfully address those needs? These are complex questions that involve complex answers, for a student with one type of disability — for example, a learning disability — is likely to have different educational needs than a student with another type of disability — such as a special health care need. The severity of a student's disability will also affect how educators support and instruct that student.

Thus, it is important for educators to be aware of the special learning needs associated with the range of disabilities they may encounter in the classroom, how each of these disabilities can affect student learning and behavior, and what instructional practices and accommodations have proven effective with each disability. These are not just questions that special educators must address. As more students with disabilities enter general education settings, the questions of how best to meet their needs are being asked by teachers, administrators, and support personnel who may not have studied special education or the disability field.

Fortunately, much information exists that can be of substantial help to administrators and to general and special educators alike. NICHCY is currently compiling a series of bibliographies to help all those involved in the education and support of students with disabilities to identify some of the many resources available. Most of these bibliographies will focus on resources associated with one specific disability (e.g., learning disabilities, emotional disturbance). ***This particular bibliography emphasises resources that discuss a variety of disabilities and have chapters on how to address the unique needs of students with each of these disabilities.*** While most of these resources do not focus exclusively on inclusion issues, they should nonetheless be useful to those involved in inclusion, especially general educators, because they provide a great deal of information about specific disabilities and the special learning needs of students with those disabilities. Having several of these resources in a departmental, professional, or school library would offer teachers, administrators, and other staff a ready source of information on a variety of disabilities.

We have emphasized resources that are written primarily for teachers, for these tend to be written with a teacher's daily classroom reality in mind, as well as their need for practical, as opposed to heavily

This bibliography is one of several available from NICHCY on the subject of educating students with disabilities. For those interested in inclusion (i.e., educating students with disabilities in general education settings), NICHCY's ***News Digest*** called *Planning for Inclusion* (1995) is also available.

theoretical, information. Annotated descriptions of the resources are provided to help readers select those materials most appropriate for their professional and personal needs and concerns.

While not exhaustive of the materials available, this bibliography can serve as a starting point for all those seeking answers, approaches, techniques, and understanding of the complex issues associated with educating children and youth with disabilities.

Print Resources

Bullock, L.M. (1992). *Exceptionalities in children and youth*. Boston, MA: Allyn and Bacon. (Product No. H29085)

This book provides a ready resource of information for teachers who work with students with disabilities. It is thematically organized into three broad areas: general information, detailed discussion of specific exceptionalities, and societal concerns. The book begins with an overview of special education and its focus on individualization, then discusses normal growth and development in children and youth. The importance and purposes of assessment are also discussed. Information is given about early childhood special education policies and practices. Separate chapters are then devoted to examining the nature of specific disabilities, appropriate assessment procedures for each disability, providing appropriate educational placement and services, special considerations for age groups, and realities of teaching children with each disability. The disabilities discussed are: behavioral disorders, autism, youth offenders with disabilities, learning disabilities, mental retardation, visual impairments, hearing impairment, speech/ language disorders, and physical and health problems. The book concludes with separate chapters on gifted and talented students and societal concerns affecting children and youth (i.e., eating disorders, chemical dependency, AIDS, child abuse and neglect, pregnancy, homelessness, and suicide). (571 pages)

ISBN Numbers and Product Numbers

Many publishers prefer to reference books using their ISBN numbers or a publisher-assigned product number. When having such a number will help the publisher locate information on a book, we have listed the book's ISBN or the Product Number immediately after the reference citation.

Cohen, L.G. (Ed.). (1992). *Children with exceptional needs in regular classrooms*. Washington, DC: National Education Association. (ERIC Document Reproduction Service No. ED 341 213)

The nine papers in this book attempt to link recent changes in the education of children with exceptional needs with research findings and preferred instructional strategies. Considered are the characteristics of such children, accommodation of these students in regular classrooms, effective instructional strategies, legal requirements, and evaluation methods.

Among the topics and disabilities addressed are: classroom management strategies for students with behavior disorders; teaching elementary school students with mild special needs; assessing students with special needs; students with mild handicaps in secondary classrooms; visual impairments; hearing impairments; severe disabilities; giftedness; and microcomputer applications for teaching students with exceptional needs. Papers are referenced. (NICHCY/ ERIC: DB) (185 pages)

Cullinan, D., and others. (1992, January). Social mainstreaming of mildly handicapped students. *Elementary School Journal, 92*(3), 339-352.

This article describes ways in which regular elementary classroom teachers can teach social skills and address classroom relationships to facilitate social integration of students with mild disabilities into the mainstream. The authors recommend a directive instructional method for correcting students' social skills problems. The article notes steps teachers can take to increase the chances of positive relationships that support social mainstreaming. (ERIC: GLR)

Deiner, P.L. (1993). *Resources for teaching children with diverse abilities: Birth through eight* (2nd ed.). Fort Worth, TX: Harcourt Brace Jovanovich. (ISBN #0155000942)

This resource book is intended for teachers who are, or who will be, including children with disabilities in their classes. Part One, "Early Childhood Intervention," is quite extensive and provides information about: (a) early childhood education, including teacher roles, parent and teacher conferences, the team approach, writing and carrying out an individualized plan, and serving as a service coordinator; (b) the social, legal, and educational bases for early intervention; (c) how all children grow and develop; (d) early

identification, diagnosis, and assessment; (e) individualized programming, including the IFSP, IEP, and transition planning; (f) programmatic planning, including curricular guidelines, theme/unit-based planning, inclusion, discipline, and program evaluation; (g) programming for infants and todders and how to include those with disabilities; and (h) service delivery systems.

Part Two, "Teaching Children with Diverse Abilities," discusses in detailed separate chapters the following disabilities: communication disorders; hearing impairments; visual impairments; learning disabilities; physical disabilities; health impairments; emotional and behavioral disorders; mental retardation; and infants and toddlers with developmental delays.

Part Three, "Working with Families," provides information about families who have a child with a disability, an ecological view of the at-risk family, family assessment and family differences, and techniques for working with families.

Part Four, "Integrating the Curriculum to Meet Children's Needs," addresses recordkeeping, language arts, discovery (math, science, computers), sensory/motor, social awareness, and creative arts. Part Four concludes with activities for infants and toddlers in these areas. All in all, the book contains over 300 activities to facilitate individualized programming. (644 pages)

Falvey, M.A. (Ed.). (1995). ***Inclusive and heterogeneous schooling: Assessment, curriculum, and instruction.*** Baltimore, MD: Paul H. Brookes. (ISBN #1557662029)

This text is intended to help "educators, related services staff, parents, students, and administrators design and implement effective educational programs that meet the needs of all students" (p. 4). The first two chapters provide an historical overview of both the general and special education systems in this country. Chapter 3 discusses the importance of collaboration between all stakeholders in planning and monitoring educational programs for students. Chapter 4 addresses the need to gather meaningful assessment information about individual students on an ongoing basis and describes specific strategies for doing so.

The next three chapters are devoted to discussing strategies for increasing students' active participation in the learning process. In Chapter 5, strategies that teachers can use to organize their classrooms are described, as are methods of enlisting student participation in establishing classroom rules and norms. Chapter 6 describes in detail the various instructional strategies that have been found to be successful in helping students acquire new skills and maintain old ones. Chapter 7 discusses the value of using positive rather than punishing procedures in the classroom. Chapters 8 and 9 address teaching students personal care, motor, and communication skills, and how to incorporate objectives in these areas into the general education curriculum. Ways to help students develop friendships are described in Chapter 10.

The next four chapters address the assessment, curriculum, and instructional needs of students across ages: preschoolers, elementary school students, secondary students, and students who are post-high school. The final chapter in the book provides strategies for changing systems and making them more responsible to innovations in education, particularly those related to inclusion; an example of one school district's approach is given. (427 pages)

Five, C.L. (1992). *Special voices.* Portsmouth, NH: Heinemann.

This is a book of stories about a fifth grade teacher and eight special students: two children with learning disabilities, one with behavior problems, one with complex needs, two who were learning English as a second language, a student at risk, and a highly creative child. The author describes her evolution as a teacher who had children with special needs in her writing class, students who worked separately on their IEP and other educational goals and who were not involved in the mainstream activities of the class. As the author became committed to involving these students in her classroom, she learned that they could, and did, learn and flourish with their peers. This book describes the teacher's process of learning — and that of her students. (193 pages)

ERIC Documents

Some of the documents listed in this bibliography are available through the ERIC system. These documents are identifiable by the "ED" number that follows their citation — for example, ED 372 573.

If you have access to a university or library that has the ERIC collection on microfiche, you may be able to read and photocopy the document there. If not, contact: ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Telephone: 1-800-443-3742; (703) 440-1400. Give EDRS the "ED" number; for a nominal fee, you will receive a copy of the document on microfiche or paper.

Obtaining Resources That Interest You

To help you obtain the resources that interest you, we've listed the addresses and telephone numbers of publishers at the end of this document. The publisher's name generally appears in the final position in the citation — to illustrate, it appears in **bold** below:

Five, C.L. (1992). *Special voices.* Portsmouth, NH: **Heinemann.**

Gearheart, B.R., Weishahn, M.W., & Gearheart, C.J. (1992). *The exceptional student in the regular classroom* (5th ed.). Columbus, OH: Merrill.

The authors believe that three general types of knowledge are necessary for teachers to be effective in teaching exceptional students: (a) an understanding of the history of education for individuals with disabilities and the legislation that supports service delivery; (b) specific information about disabilities and how the characteristics of each disability impact on a student's instructional needs; and (c) knowledge of and skills in the instructional strategies that are effective with special needs students. Chapters 1-4 present information relevant to teaching students with all types of disabilities; remaining chapters offer guidance for teaching students with eight specific disabilities: hearing impairment, speech/language disorders, visual impairment, orthopedic or health impairments, mental retardation, learning disabilities, and behavioral disorders. (*Editor's note:* A 6th edition of this book has recently become available. Its ISBN # is 0133522040.)

Gearheart, B.R, Mullen, R.C., & Gearheart, C.J. (1993). *Exceptional individuals: An introduction.* Pacific Grove, CA: Brooks/Cole. (ISBN #0534142745)

This book begins by providing an overview of special education and of its historical, legal, and financial foundations. The use of technology with individuals with disabilities is then discussed. Separate chapters are devoted to exploring the characteristics of specific disabilities and appropriate practices for educating students with these disabilities: mental retardation, learning disabilities, behavioral disorders, communication disorders, hearing impairments, visual impairments, and physical or health impairments. One chapter discusses educating children with giftedness. Final chapters in the book discuss: early intervention, making transitions, cultural and language diversity, and parents and families. (549 pages)

Hammeken, P.A. (1995). *Inclusion — 450 strategies for success: A practical guide for educators who teach students with disabilities.* Minnetonka, MN: Petryal.

This book is a collaborative effort on the part of many educators, students, parents, and administrators and is compiled from actual experiences in inclusionary settings. The first section gives tips about setting up an inclusionary program: developing a plan, grouping students, determining how much assistant time is needed in each classroom, scheduling, providing inservice and training, and working as a team. The second section, which consists of many separate chapters, includes hundreds of ideas and tips for modifying the daily curriculum and strategies that will allow each student to be successful in the general education classroom. This includes making modifications to the curriculum, the textbook, and to daily assignments, as well as modifications in subject areas such as written language, spelling, and mathematics. Separate chapters also address organizational skills for the classroom and for students, providing oral and written directions, conducting large group instruction, classroom assessment techniques, and specific modifications that will help students with attention deficit disorder succeed in the classroom. The final section of the book contains reproducible worksheets to assist educators with inclusion. (138 pages)

Hardman, M.L., Drew, C.J., Egan, M.W., & Wolf, B. (1991). *Human exceptionality: Society, school, and family* (4th ed.). Boston, MA: Allyn and Bacon.

This textbook is intended to introduce preservice teachers to human exceptionality, but will be a useful resource for general education teachers who need to learn more about the characteristics of and interventions for students with the following disabilities: mental retardation, behavior disorders, learning disabilities, communication disorders, autism, hearing impairments, visual impairments, and physical and health disorders. A chapter is devoted as well to children who are gifted, and talented. (536 pages) (*Editor's note:* A 5th edition of this book has recently become available. Its product number is H74107.)

Hawkridge, D., & Vincent, T. (1992). *Learning difficulties and computers: Access to the curriculum.* London: Jessica Kingsley Publishers. (ISBN #1853021326)

This book provides guidance and examples about how teachers can use computers to help children and adults with special needs access the curriculum.

Separate discussions, sprinkled with case study examples, are presented regarding how to use computers (and specific hardware and software) with learners who have cognitive difficulties, emotional difficulties, physical disabilities, or sensory impairments. Using the computer to achieve access in specific skill areas is also discussed in some detail: speaking and listening; reading; writing and spelling; drawing and design; number skills and mathematical reasoning; musical appreciation and skills; work skills; and social skills. The book concludes with a discussion about assessing individuals' needs, staff development, changes still needed in the next decade, and a directory of software. (240 pages)

Heward, W.L., & Orlansky, M.D. (1992). *Exceptional children: An introductory survey of special education* (4th ed.). New York: Merrill.

This book's 15 chapters are divided into three sections. Part I presents an overview of terminology and the laws, policies, and practices that are consistent with an exceptional child's right to receive an education in the least restrictive and most appropriate environment. Part II surveys nine categories of exceptionality and includes information on definitions, assessment, techniques, and education and treatment strategies for: mental retardation, learning disabilities, behavior disorders, communication disorders, hearing impairment, visual impairment, physical/health impairment, severe handicaps, and gifted and talented students. Part III considers four topics of importance to educators: cultural/linguistic differences, parent and family involvement, early intervention, and transition to adulthood. (*Editor's note:* A 5th edition of this book has recently become available. Its ISBN = is 0133669564.)

Kaplan, P.S. (1996). *Pathways for exceptional children: School, home, and community.* St. Paul, MN: West Publishing.

This book represents a comprehensive overview of the field of exceptionality. Divided into five parts and organized from most to least prevalent exceptionalities, the book is written primarily for teachers in training, although its comprehensive nature should make it highly useful as a resource book for teachers already in the classroom.

Part I consists of 3 chapters. The first chapter builds the foundation of knowledge for understanding exceptional needs, the laws governing children's educational rights, the current inclusion movement, the process of special education, and the concept that special education is a group of services, not a place. Chapter 2 describes the child's social world, while Chapter 3 examines early intervention and preschool programs.

Part 2, the next 4 chapters, examines the following high incidence exceptionalities: mental retardation, learning disabilities, communication disorders, and behavioral disorders. Each disability is defined and the characteristics associated with that disability are described; educational issues associated with that disability are also discussed, including placement questions, curriculum and teaching strategies, and transition issues.

Part 3 examines individual differences and children at risk. Chapter 8 explores what factors are associated with being at risk (e.g., poverty, prenatal factors, child abuse). Chapter 9 discusses children from minority groups in special education.

Part 4 addresses gifted children; one chapter focuses on intellectual ability, while another chapter examines creativity and talent.

Part 5 looks at low incidence exceptionalities. Separate chapters are devoted to examining: hearing impairment, visual impairment, orthopedic disability and health impairment, autism, and severe and multiple disabilities. (638 pages, + references & glossary)

Manus, R.M. (1990). *The skillful teacher's handbook: Effectively teaching regular and special education students.* Springfield, IL: Charles C. Thomas.

This handbook is designed to help teachers increase their effectiveness and is based upon research documenting teaching practices that facilitate learning. Chapter 1 addresses the characteristics of students with learning problems: learning disabilities, borderline intelligence, emotional or behavioral disturbance, and underachievers. Chapter 2 looks at effective teaching methods, including multisensory instruction, metacognitive and cognitive (strategy) instruction, and behavioral management. Chapter 3 discusses how to plan and manage daily instruction — choosing and using teaching materials, programming, and recordkeeping. Subsequent chapters deal with specific subjects: English (grammar, sentence diagramming, written expression); reading (word attack, oral reading, reading comprehension); spelling; handwriting; study skills; and math (basic math facts, computation, fractions, decimals and percentages, math word problems, telling time, place value, rounding, and Roman numerals). The book concludes with useful teacher reproducibles. (399 pages)

Mastropieri, M.A., & Scruggs, T.E. (1994). *Effective instruction for special education* (2nd ed.). Austin, TX: Pro-Ed. (Product No. 6694)

This book is intended to provide practical information regarding instruction of students with mild disabilities who may be in self-contained, resource, or general education settings. Step-by-step examples of effective teaching methods are given in such areas as: basic teaching practice, instructional design, evaluation, and classroom management, and in teaching such skills as reading, language arts, mathematics, science and social studies, study skills, social skills, and transition. The authors only infrequently refer to specific categories of exceptionality (e.g., learning disabilities, mental retardation), because the practices they suggest "are likely to be effective with all such types of students" (p. xvii). (407 pages)

McCoy, K.M. (1995). *Teaching special learners in the general education classroom: Methods and techniques* (2nd ed.). Denver, CO: Love.

This book is intended to help general educators become knowledgeable about the needs of students with exceptionalities, and how to choose, adapt, and modify materials and methods to maximize the educational growth of these students. Emphasis is placed upon practical guidelines, strategies, and methods that work in the general education classroom.

Initial chapters discuss the mainstreaming and inclusion movements. Chapter 3 looks at the mild to moderate learning problems that children may have and what instructional methods teachers can use to address those problems. Chapter 4 discusses the special needs of children with physical impairment, with visual impairment, and with hearing disabilities.

The IEP is the focus of Chapter 5, while Chapter 6 emphasizes classroom organization. The next six chapters target specific skill areas: reading skills, reading methods, and reading for special populations; language arts; and mathematics skills evaluation and instruction. Accommodations through the technology of personal computers is discussed in the final chapter. (484 pages)

Meier, F.E. (1992). *Competency-based instruction for teachers of students with special learning needs.* Boston: Allyn and Bacon. (Product No. H32105)

The main purpose of this book is to present foundational information regarding how to teach special needs students in the context of general or special education. The chapters explore the various roles of special educators (similar roles exist in general education) and the specific competencies that teachers need to have. Roles include: teacher as learner, as knowledgeable professional, as assessor/evaluator for special education placement, as curriculum coordinator, as classroom organizer, as effective classroom communicator, as a promoter of student success, as a facilitator of appropriate classroom behavior, as a member of a professional instructional team, and as an advocate for all students. Much theoretical and practical guidance is given in this book to help teachers effectively perform these various roles. (430 pages)

Olson, J.L., & Platt, J.M. (1992). *Teaching children and adolescents with special needs.* New York: Merrill.

This text is written primarily for students in training to become teachers, but its practical guidance, coupled with suggestions drawn from and based upon research into teacher effectiveness in both general and special education, will make it useful to practicing teachers as well. Chapters 1-6 address issues such as: beginning of the year planning, informal assessment for initial planning, informal assessment for monitoring student progress and intervention effectiveness, instructional materials, and communication and collaborative consultation. Chapters 7-11 discuss instructional techniques: teacher-directed content instruction, strategy instruction, study skills instruction, and student-directed instruction. Chapters 12-14 examine factors affecting instruction: computer technology, transition skills, and teacher stress. (*Editor's note:* A 2nd edition of this book has recently become available. Its ISBN # is 013432899x.)

Piazza, R., & Buzzell, J.B. (1994). *Case studies for teaching special needs and at-risk students.* Albany, NY: Delmar. (ISBN # 0827352980)

This book presents the real-life experiences and challenges of general education and special education teachers working with atypical learners. Intended for use in special education/general education courses, the book seeks to develop preservice teachers' problem-solving skills in the context of real-life teaching circumstances. Many of the cases are relevant to teachers dealing with inclusion, such as: including learners with disabilities in the general education classroom; selecting appropriate assessment, programming, and teaching options; developing appropriate behavior management strategies; collaborating and consulting among professionals; communicating and

collaborating with parents; and considering grouping and grading problems. (268 pages)

Rosenberg, M.S., & Edmond-Rosenberg, I. (1994). *The special education sourcebook: A teacher's guide to programs, materials, and information sources.* Bethesda, MD: Woodbine.

This book is intended to provide general and special educators with comprehensive annotated listings of "available resources for recognizing, understanding, and meeting the challenges of students who have special needs" (p. 2). Resource listings include books, multimedia products (e.g., videos), periodicals, organizations, curriculum guides/kits, and instructional materials/toys.

The book is divided into sections, and starts with an overview of special education and resources of further information. Section III focuses upon resources that will help educators understand the following specific disabilities: mild to moderate learning and behavioral disabilities, mental retardation, sensory disabilities (visual, hearing, deaf-blindness), communication disorders, physical disabilities, traumatic brain injury and health impairments, multiple disabilities, and autism. Section IV looks at resources in early childhood special education. Section V lists resources for promoting students' academic, social, and functional competence, while the next section focuses upon partnerships for lifelong success. Contact information for publishers, producers, and suppliers is provided in the appendix. (325 pages)

Schulz, J.B., & Carpenter, C.D. (1994). *Mainstreaming exceptional students: A guide for classroom teachers* (4th ed.). Boston: Allyn and Bacon. (Product No. H57243)

The fourth edition of this book was not available for review; this review is of the third edition. Part One of the third edition is entitled "Exceptional Children" and develops the legal and educational rationale for mainstreaming. It provides indepth information about students with: orthopedic and health impairments, sensory impairments and communication disorders, learning/behavioral disorders, and exceptional gifts and talents. Part Two, "Educational Strategies," addresses developing and implementing the IEP and provides general strategies for adapting instruction in the classroom. Specific guidance is then given for (a) teaching language arts, mathematics, social studies and science, physical education, music, and art; (b) managing classroom behavior; and (c) enhancing social integration. (436 pages)

Schwenn, J.O., Rotatori, A.F., & Fox, R.A. (Eds.). (1991). *Understanding students with high incidence exceptionalities: Categorical and noncategorical perspectives.* Springfield, IL: Charles C. Thomas.

This book provides an introduction for the general education and special education teacher to the characteristics and education of individuals with high incidence exceptionalities: learning disabilities, speech and language disorders, mental retardation, emotional/behavioral disorders, and giftedness. Chapter 1 gives an historical overview of the treatment of students with exceptionalities, litigation, legislation, and types of classrooms and educational environments. Each exceptionality is then examined in detail in an individual chapter— the nature and characteristics of the exceptionality, associated curriculum needs, teaching procedures, and special topics. (252 pages)

Scruggs, T.E., & Mastropieri, M.A. (1992, January). Effective mainstreaming strategies for mildly handicapped students. *Elementary School Journal, 92*(3), 389-409.

This article presents a model of empirically supported instructional strategies for optimizing the mainstreaming of mildly handicapped students. The authors argue that such a model must account for the actual characteristics of mainstreamed students rather than a categorical designation applied to such students. The model is described within an overall model of effective teaching. (ERIC: GLR)

Walther, T., Chriss, S., & Carter, K.L. (1993, September). Cooperative teaching: Helping students with disabilities succeed in mainstream classrooms. *Middle School Journal, 25*(1), 33-38.

Many schools are implementing collaborative, interdisciplinary approaches (cooperative teaching, collaborative consultation, and teacher assistance teams) to help teachers meet students' diverse needs. This article, which shows how a rural eastern Virginia middle school developed coteaching as an alternative to special education pullout programs, discusses program planning issues and coteaching activities in civics, foreign languages, and science. (ERIC: MLH)

Wood, J.W. (1993). *Mainstreaming: A practical approach for teachers* (2nd ed.). New York: Macmillan. (ISBN = 0024295221)

This book is intended to support and assist all educators in providing appropriate services for students with disabilities in the mainstream. Chapter 1 presents an overview of mainstreaming, including its benefits; Chapter 2 describes the roles, functions, and responsibilities of the multidisciplinary team. Chapter 3 identifies the characteristics associated with a variety of disabilities and their implications for teachers. Disabilities addressed are: mild disabilities; communication disorders; visual impairments; physical disabilities; health impairment; traumatic brain injury; autism; and attention deficit disorder. Chapter 4 addresses culturally diverse students who are mainstreamed. Chapter 5 discusses ecological elements in the mainstream and provides suggestions for making the environment appropriate for all students. The remaining chapters (6-10) address the instructional process and provide recommended teaching strategies for individualizing language arts, arithmetic, science and social studies, and vocational/career education. The book concludes with a list of organizations and associations that can provide additional information and assistance.

Ysseldyke, J.E., & Algozzine, B. (1995). *Special education: A practical approach for teachers* (3rd ed.). Boston: Houghton Mifflin.

This book is for people who want to learn more about special education — preservice teachers, administrators, teachers already in the classroom, parents, and others. Practical answers are provided to questions commonly asked by teachers and others who work with students who have special needs.

Part I describes the fundamentals of special education, including what it is, current approaches to providing services, and what the laws have to say. Part II focuses upon principles of instruction and assessment, including essentials of effective instruction, specific teaching methods, and assessment practices. Part III presents instructional approaches and teaching tactics for students who are exceptional; a chapter is devoted to each of the following types of exceptionality: gifted and talented, learning disabilities, communication disorders, mental retardation, serious emotional disturbance, sensory disabilities (visual, hearing, deaf, and blind), and medical, physical, and multiple disabilities. For each disability, definition, prevalence, and characteristics of the disability are given, as well as instructional approaches and teaching tactics. Part IV looks beyond the classroom to community and professional issues in special education. (523 pages)

Additional Print Resources

Chalmers, L. (1991, September). Classroom modifications for the mainstreamed student with mild handicaps. *Intervention in School and Clinic, 27*(1), 40-42, 51.

Grossman, H. (1995). *Special education in a diverse society.* Boston: Allyn and Bacon. (Product No. H55163)

Hallahan, D.P., & Kauffman, J.M. (1994). *Exceptional children: Introduction to special education* (6th ed.). Boston: Allyn and Bacon. (Product No. H60528)

Lewis, R.B., & Doorlag, D.H. (1995). *Teaching special students in the mainstream* (4th ed.). Englewood Cliffs, NJ: Merrill. (ISBN = 0023705027)

Smith, D.D., & Luckasson, R. (1995). *Introduction to special education: Teaching in an age of challenge* (2nd ed.). Boston, MA: Allyn and Bacon. (Product No. H95458)

Taylor, R.L., Sternberg, L., & Richards, S. (1995). *Exceptional children: Integrating research and teaching* (2nd ed.). San Diego, CA: Singular.

Wisniewski, L., & Sedlak, R. (1992). Assistive devices for students with disabilities. *Elementary School Journal, 92*(3), 297-314.

Videos on Disabilities in General

Numerous videos are available on disabilities in general; still others refer to several different disabilities. In keeping with the theme of this bibliography, we have listed some of the available video resources that discuss disabilities in general or several different disabilities. Availability information for these programs — where to obtain the programs — is given in their citations, with the addresses and telephone numbers of distributors provided under "Publishers" on page 11. *Always contact the distributors to verify program cost and the distributor's payment procedures and policies.*

General Overview to Inclusion: Policy and Management Issues

Equality in Education: Section 504 in Elementary and Secondary Education
36 minutes

A description of how Section 504 works in elementary and secondary schools for children with varying disabilities and at different ages. An excellent presentation of how schools and teachers can make accommodations which enable students with disabilities to learn and participate. A U.S. Department of Education/Office of Civil Rights film.

Available from: Learning Disabilities Association
Cost: $10 for rental

Inclusion Series
5-tape video series on inclusion

This series of videotapes on inclusion is intended to help educators, parents, and others implement inclusive approaches to education and community life. The videos are documentary in style and present real people with disabilities in real life situations at school, home, work, and play. The series includes the following tape titles: Inclusion: Issues for educators (20 min.); Choices (30 min.); Families, friends, futures (23 min.); Step by step: Heather's story (65 min.); and Together we're better (157 min., divided into 3 cassettes.)

Available from: Comforty Mediaconcepts.

Leadership Strategies to Support Full Integration
10 minutes

Elementary and secondary principals describe the leadership role they should play to ensure support for a successful full integration program. These principals reflect upon their personal experiences in leading their staff toward building an inclusive school environment. They discuss concerns such as planning, philosophy, importance of staff commitment, inservice training for staff members, scheduling, curricular changes, and parent support.

Available from: California Research Institute
Cost: $25 (prepayment required)

Perspectives from Principals on Full Integration
21 minutes

This video features interviews with five principals (elementary, middle school, and high school) from New York, Iowa, and Colorado, regarding their efforts to fully integrate all students with disabilities into their schools and into regular classrooms. They briefly describe their programs and some of the strategies they use to ensure effective integration. In the final section they discuss the benefits derived for staff and students from the integration programs.

Available from: California Research Institute
Cost: $25 (prepayment required)

Technology and Disabilities

Applications of Technology for the Disabled
26 minutes

This videotape provides a comprehensive overview of technology, demonstrating how technology can assist individuals with mobility, communication, cognitive tasks, environmental control, and computer access.

Available from: American Occupational Therapy Association, Inc.
Cost: $40 (members); $47 (nonmembers)

Assistive Technology: We Can Do It!
15 minutes

This video provides a basic introduction to the uses of assistive technology by children and adults with disabilities in school, home, and community settings. Footage donated by parents is mixed with interviews with parents and practitioners, and the soundtrack features a rap song written and performed using speech synthesis devices. The uses of mobility aids, communication and sensory aids, and other assistive devices to develop the students' basic skills in mainstreamed settings is illustrated and discussed. The Individuals with Disabilities Education Act's mandate for the inclusion of students' technological needs in Individualized Education Programs is also outlined.

Available from: American Speech-Language-Hearing Association
Cost: $24 + shipping

Effective Methods for Using Computers with Children with Special Needs
Videopackage includes Guidebook and Resource Manual describing over 190 software programs

The videotape demonstrates effective methods for using computers with children who have disabilities and shows strategies for integrating the computers into the curriculum. The video shows different kinds of kids (ages 3-6) using computer technology in school and at home. The teaching is based on an instructional model that includes pre-computer activities, computer activities, and post-computer activities. Strategies for using the computer to help children learn in the areas of pre-academic skills, language, writing, and problem-solving skills are demonstrated.

Available from: National Lekotec Center
Cost: $40 (entire package); $28.50 (video only)

Educational Strategies and Teaching Techniques

A Circle of Inclusion
27 minutes; package includes manuals

This video is one example of mainstreaming children with disabilities into settings with nondisabled peers. Special education and regular education teachers express their initial concerns, as do parents. Adapting classroom materials to meet the needs of each child help teachers to be creative. Children react favorably to peers with disabilities. This program emphasizes the belief that children with disabilities have the right and the need to be fully integrated into settings with other children.

Available from: Learner Managed Designs, Inc.
Cost: $99 (purchase) ; $50 (one-week rental)

Beginning with Bong
55 minutes, package includes Viewer's Guide
British Medical Association Award; CINE Golden Eagle Award

This program documents the challenges faced by students with a wide variety of functional limitations associated with numerous conditions including spina bifida, cerebral palsy, and muscular dystrophy. It was filmed primarily on location in mainstream elementary and middle schools.

Available from: Video Press
Cost: $400 (purchase); $100 (rental).

Collaborative Teaming for Inclusion-Oriented Schools
30 minutes; 2 manuals available upon request

This video offers a rationale for collaborative teaming to meet the needs of students with disabilities who have been placed in regular education classrooms. Characteristics and elements of collaborative teams are discussed as well as demonstrated by teachers who have successfully collaborated in an effort to meet the needs of disabled students placed in inclusive settings. The value of collaborative teams as a source of shared ideas and problem solving among educators is emphasized. Students with disabilities are shown in inclusive settings.

Available from: Professional Information Network
Cost: Free rental; may be copied.

Hello Everybody
Video, 6 part program
Package includes Leader's Guide
Silver Cindy Award

This video is intended to aid the mainstreaming process by preparing students to accept individuals with disabilities through effective, positive role models. It dynamically illustrates parent education programs as well as community outreach and helps desensitize people who are apprehensive about working with disabilities. Factual information needed to write effective Individual Education Plans (IEPs) is also included in this 6-part program. The following disabilities are addressed: hearing and speech impairment; visual impairment; orthopedic handicaps; developmental disabilities; learning disabilities; behavior disorders.

Available from: James Stanfield Publishing
Cost: $249

Inclusion Video Package (1993)
Package contains two 50-minute videos, plus Discussion Guide

First video is *Two Faces of Inclusion: The Concept and the Practice*, which suggests how to start and maintain the momentum to change teaching and learning for all students. The second video is *Facing Inclusion Together* and depicts co-teaching with general and special educators collaborating. This video shows how to negotiate new relationships, share classrooms, and develop co-responsibility.

Available from: Council for Exceptional Children
Order Numbers: Video 1, M5017; Video 2, M5019; Both videos, M5015.
Cost: One video, $99 (CEC members), $142 (nonmembers); Both videos, $178 (CEC members), $225 (nonmembers)

Learning and Belonging: Inclusive Schools in Kansas
15 minutes

This video provides an introduction to the practice of mainstreaming as recently implemented by the Kansas

State Public Schools. Early experiments in special education practices are recalled in interviews with practitioners, and it is concluded that educational mainstreaming in community schools effectively fosters general community involvement by students with disabilities and their families. The process of developing Individualized Education Programs is discussed and the contribution of parents to the process is emphasized. Specific developmentally appropriate objectives for integrating students with disabilities in least restrictive environments are put forth. Mainstreaming is generally found to be effective in improving learning, facilitating social interactions with and growth among nondisabled peers, fostering acceptance of diversity, involving parents in special education, and supporting the civil rights of people with disabilities.

Available from: Kansas State Board of Education

Cost: No charge. Video is loaned for up to one month. Its call number is IN-180.

LIST OF PUBLISHERS

Allyn and Bacon, Ordering Processing Center, P.O. Box 11071, Des Moines, IA 50336-1071. Telephone: 1-800-947-7700.

American Occupational Therapy Association, Inc. (AOTA), Audiovisual Department, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. Telephone: 1-800-SAY-AOTA.

American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852. Telephone: (301) 897-5700; (301) 897-0123 (to order video).

Brooks/Cole, ITP Distribution Center, Customer Service, 7625 Empire Drive, Florence, KY 41042. Telephone: 1-800-842-3636.

California Research Institute, 14 Tapia Drive, San Francisco, CA 94132. Telephone: (415) 338-7847.

Charles C. Thomas Publishers, 2600 S. First Street, Springfield, IL 62794-9265. Telephone: 1-800-258-8980; (217) 789-8980.

Comforty Mediaconcepts, 2145 Pioneer Road, Evanston, IL 60201. Telephone: (708) 475-0791.

Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589. Telephone: 1-800-CEC-READ.

Delmar, ITP Distribution Center, Customer Service, 7625 Empire Drive, Florence, KY 41042. Telephone: 1-800-824-5179 (customer service); 1-800-354-9706 (orders).

ERIC Document Reproduction Service (EDRS), CBIS Federal, Inc., 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Telephone: 1-800-443-3742; (703) 440-1400; (703) 440-1408 (Fax).

Harcourt Brace Jovanovich, 6277 Sea Harbor Drive, Orlando, FL 32887. Telephone: 1-800-782-4479.

Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912. Telephone: (603) 431-7894; 1-800-541-2086.

Houghton Mifflin, Wayside Road, Burlington, MA 01803. Telephone: 1-800-225-3362.

James Stanfield Publishing Company, P.O. Box 41058, Santa Barbara, CA 93140. Telephone: 1-800-421-6534.

Jessica Kingsley Publishers, contact Taylor and Francis Publishers, 1900 Frost Road, Suite 101, Bristol, PA 19007-1598. Telephone: 1-800-821-8312.

Kansas State Board of Education, contact Southeast Kansas Education Service Center, 947 West 57th Highway, Girard, KS 66743. Telephone: 1-800-531-3685.

Learner Managed Designs, Inc., 647 Massachusetts, Suite 209, P.O. Box 747, Lawrence, KS 66044. Telephone: 1-800-467-1644; (913) 842-9088.

Learning Disabilities Association, 4156 Library Road, Pittsburgh, PA 15234. Telephone: (412) 341-1515.

Love Publishing, 1777 South Bellaire Street, Denver, CO 80222. Telephone: (303) 757-2579.

Macmillan Publishing, Contact Simon and Schuster, P.O. Box 11071, Des Moines, IA 50336. Telephone: 1-800-947-7700.

Merrill, see Macmillan Publishing, above.

National Lekotec Center, 2100 Ridge Avenue, Evanston, IL 60201. Telephone: 1-800-366-7529; (708) 328-0001.

Paul H. Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21285. Telephone: 1-800-638-3775.

Petryal Publications, P.O. Box 1162, Minnetonka, MN 55345. Telephone: (612) 949-8707.

Pro-Ed, 8700 Shoal Creek Boulevard, Austin, TX 78757. Telephone: (512) 451-3246.

Professional Information Network, Southeast Kansas Education Service Center, P.O. Box 189, Girard, KS 66743. Telephone: 1-800-531-3685; (316) 724-6281.

Video Press, contact UMAB-Video Press, 100 Penn Street, Suite 133, Baltimore, MD 21201. Telephone: (410) 706-5497.

West Publishing, 610 Opperman Drive, P.O. Box 64526, St. Paul, MN 55164-0526.

Woodbine, 6510 Bells Mill Road, Bethesda, MD 20817. Telephone: 1-800-843-7323; (301) 897-3570.

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